District Priority 1: Professional Learning - Purchase, implement and offer professional learning and support on educational programming to support remote learning.	
1a. Actions taken to implement the priority.	Google Suite and Google classroom has been used in all classes in-person and remote at all levels. The district purchased Chromebooks and iPads for all students. The district also purchased mice, headphones and protective carrying cases. Principals closely monitor student engagement via in-person observation and reflection with teaching staff
1b.Additional actions that could be implemented to support the priority.	Teachers and administration referenced documentation of how they allocated resources to support remote learning. They focused on ensuring all content areas had the resources/tools they needed to support students.
2a. Evidence of impact of the actions.	The teacher clarity that is evident in the in-person environment is also clear as an expectation in the remote learning
District Focusing Questions	
How is the district's professional learning plan impacting classroom instruction (blended learning)?	It is apparent care and thought was put into PD and resources purchased by the district. Resources/technology will continue to be implemented regardless of the learning environment- in-person/remote.
How can the district improve their professional learning in order to strengthen their virtual learning environment this year?	The logical next step for the district is to move beyond how to use the tools/technology to how to engage students in meaningful learning through connecting the in-person experience with the remote learning experience.

District Priority 2: Learning Climate - Offer and attend to Culture and Climate supports for staff and students for both in-person and remote learning.	
1a. Actions taken to implement the priority.	School safety for staff and students was the first priority when deciding to return to in person learning. Building level principals and staff worked collaboratively to develop the daily school operations for each building. The administration team devoted a great deal of planning time to develop, locate, and purchase resources to support a blended learning model that would support in person and remote learning.
1b.Additional actions that could be implemented or expanded to support the priority.	More time for teachers to collaborate in small groups related to instructional resources. They communicate great results from these opportunities. Wellness strategies to keep teacher health a priority is great. Also continuing family involvement activities as much as possible. More efforts to engage students who opted to go remote (60 students) is definitely a next step.

2a. Evidence of (student/staff/family) impact of the priority actions.	The District is tracking the impact of implementation through student engagement and attendance data for both in person and remote learning. We are fortunate to have 54 consecutive days of in person learning.
2b. Expected impact for which no evidence was available.	How can you increase involvement and feedback from the more disenfranchised groups?
District Focusing Questions	
How would you describe the engagement of the e-learners, compared to the students in the classroom?	Students appeared to be much more engaged in the classroom. There is concern at the secondary level about pacing due to the hybrid model.
What are the strengths of the virtual classrooms right now?	Pre-recorded sessions were very organized. In-person sessions were engaging.
How would you improve the virtual classrooms right now?	In-person virtual meetings appeared to engage students and could be measured.

For all Priorities - Stakeholder Communication Plan and Resource Allocation	
What is the breadth and depth of ownership from stakeholder of priorities?	Great job eliciting feedback from stakeholders, it was evident that many people were involved in planning which results in more community engagement.
How is ownership being developed?	The District utilizes several avenues of communication - LASD Communication
District Focusing Questions:	
Are there channels of communication that the District should consider that we are not using now?	Lots of variety, the district has really upped their game this year! The only concern communication wise is around those 60 kids that left. What are the next steps to reach out to them? What effort was made to find out their reasons for leaving?
Are we allocating resources to enhance the education of staff and students in alignment with our strategic priorities?	Teachers were involved in curriculum decisions and seemed satisfied with how the CRF funds were allocated. It seems that the district has been thoughtful about cohorts and putting staff in the necessary positions to maintain progress towards goals. - Early learning center, great job taking this on!